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ABSTRACT

The issue contains two special reports on education in Iran and Nepal, six reviews of recent publications and studies, and brief descriptions of 12 Asian educational documents. The first special report explores the reasons for establishing regional educational councils in Iran, their relationship to the Ministry of Education, and how their budget cycle operates. The second report describes objectives of Nepal's fifth economic plan from 1975 to 1980. Reviews of recent publications present information about international trends in adult education; plans for educational reform in Sri Lanka; a national study service in Indonesia which encourages students of higher education to participate in rural development activities; a state-of-the-art report on education and culture in Indonesia; a historical analysis of educational policies during British rule in Ceylon from 1796 to 1948; and a review of a directory of voluntary adult education organizations in India. Educational documents which are briefly described cover topics such as strategies for rural development in Asia, manpower and development in Southwest Asia, and proceedings of the International Conference on the Survival of Mankind held in Manila during 1976. (AV)

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Education in Asia
Reviews, Reports and Notes

Number 11 March 1977

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Education and culture in Indonesia 1974-1978

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Notes on Asian documents

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Education in Asia
Reviews, Reports and Notes

Number 11 March 1977

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA
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This publication contains special reports on educational developments, together with reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia. We invite officials of Asian Member States, members of international organizations and all interested readers to send recent publications for possible review or mention in the next issue, as well as information on new education policies or major programmes.

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REGIONAL EDUCATIONAL PLANNING AND BUDGETING IN IRAN

by Miss Rouhangise Sohrab

Present status of education

Two ministries are at present responsible for implementing educational programmes in Iran. Higher educational programmes are the responsibility of the Ministry of Science and Higher Education, which supervises the work of universities and institutes and formulates general guidelines and policies for higher education. Below the university level education is, generally speaking, the responsibility of the Ministry of Education. This includes kindergarten, primary, 'orientation',[1] secondary, and vocational education, as well as primary school teacher training and in-service training of school teachers, but excludes some vocational training which is provided by other ministries in view of their particular functions. In addition, the departments dealing with technological institutes and orientation course teacher training, both of which are above the secondary education level, operate under the Ministry of Education.

The implementation of the literacy course programmes for different age groups is also the responsibility of the Ministry of Education, in co-operation with the Ministry of Co-operatives and Rural Affairs, the Ministry of Labour and Social Affairs, the Ministry of War and the Iranian Women's Organization.

The Literacy Corps was established to speed up the implementation of educational programmes in rural areas and teach villagers to read and write. The Corps members are selected from young high-school graduates of both sexes who are eligible for military service. After completing a period of military and educational training, they are posted to rural areas to work as teachers. The formation of the Literacy Corps has greatly contributed to the smoother and more rapid

1. Iran's school system is now based on five years of primary school education, three years of 'orientation', which includes career counselling and practical development of manual skills, and four years of secondary education.

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implementation of educational programmes at the village level by drawing on local facilities and eliminating administrative 'red tape'.

Parallel with these public sector activities, the private sector is also involved in education at various levels under the supervision of the Ministry of Education and the Ministry of Science and Higher Education, although the implementation of most educational programmes, especially at the university level, is still the responsibility of public sector agencies. The curricula, supervision of teaching standards, examinations and the fixing of fees charged by private schools and institutes of higher education are the responsibility of the two said ministries.

Educational planning and policies

In order to co-ordinate and inject greater dynamism into educational programmes, the Educational Revolutionary Council meets every year under the chairmanship of H.I.M. the Shahanshah Aryamehr to review the country's educational progress and define guidelines and policies for the future. The members of the Council are the Minister of Education, the Minister of Science and Higher Education, Ministers of State, university chancellors and educational planning specialists.

In general, educational planning is made within the framework of the overall five-year development plan, with specific social and economic objectives and policies. The needs of the community for educational services and the demand for specialized manpower in various fields are identified and the data required for overall planning are obtained. The requirements are then reviewed by joint educational planning committees (in which the executive agencies and the Plan and Budget Organization are represented) and incorporated in the five-year national development plans. The formulation of educational policies, the centralization of national educational planning and the preparation of educational projects at all levels are the responsibility of the Ministry of Science and Higher Education, while co-ordination between educational and other social programmes, in terms of determining social development objectives, is the responsibility of the Plan and Budget Organization. The overall programme not only takes into account the role of the public sector but also determines the level of activity of the private sector, and co-ordinates public sector educational programmes with other social programmes. The annual educational programmes are proposed by the Ministry of Education and the Ministry of Science and Higher Education with due regard for the objectives of the current development plan and the level of activity projected for a given year. After being examined by

the Plan and Budget Organization and confirmed by the Economic Council[2] they are incorporated in the annual budget.

The regional (or sectional) educational system

The regional education councils were established to carry out the functions of the Ministry of Education below the university level: most of the executive functions of the Ministry of Education throughout the country are entrusted to them.

Reasons for the establishment of the regional education councils. Previously, most decisions relating to annual educational programmes were made centrally, with little regard for the views of local authorities. This method was a workable one but, as emphasis on education increased, the Government's involvement in providing educational services, particularly at the primary level, gradually expanded to an astonishing degree, and it was no longer possible for centralized decision-making to achieve development objectives. This gave rise to a series of problems and deficiencies, which may be summarized as follows:

- The failure to delegate authority and responsibility to local educational directors created a bottleneck in the development of educational programmes. Under the old system even minor questions, such as the transfer of teachers from one district to another, had to be referred to the centre for a decision.
- In the preparation of programmes for the various levels of education, regional needs were not fully observed, and annual programmes and budgets were prepared without sufficient consideration for the priorities of a given region or the priorities between different regions.
- The local inhabitants played no part in the formulation of proposals for their region or in the implementation of programmes relating to it, and consequently showed little enthusiasm for participation in the implementation of educational programmes which had been announced without consideration for their views. As a result, public contributions in the form of financial aid or voluntary efforts to the programmes were extremely limited.

2. This council, presided over by the Prime Minister, consists of the Minister of Economic Affairs and Finance, the Minister of Labour and Social Affairs, the Minister of Agriculture and Natural Resources, the Minister of Co-operatives and Rural Affairs, the Minister of State in charge of the Plan and Budget Organization, a Minister of State selected by the Prime Minister, and the Governor of the Central Bank of Iran. Other ministers may attend the council's sessions as required.

- There were serious problems in attracting teaching staff in many regions, owing to the low salaries offered and for climatic reasons, and there was an urgent need to pay supplementary allowances in certain regions because of the prevailing conditions. Moreover, since all the formalities of recruitment were centralized in the capital, the posting of teachers to certain regions - especially the remoter parts of the country - was fraught with difficulties.
- The Government budget and aid for the implementation of educational programmes lacked the required flexibility. The pattern of distribution was not very precise, and some regions received less than they required, others more. Consequently, even if it was possible to achieve economies in part of the expenditures, the local educational director was not authorized to re-allocate the surplus appropriations.

The problems arising from this state of affairs gradually led to the idea being studied of transferring some of the centralized authority of the Ministry of Education to various regions, and this in turn led to the establishment of the Regional Education Councils.

Structure, functions and authority of the Regional Education Councils. The Act establishing the Regional Education Councils came into force in 1970. Each Council consists of the following persons:

1. Ex-officio members, including the chairman of the municipal council or district council, the mayor, the representative of the Ministry of Economic Affairs and Finance in the district and the head of the local Education Department;
2. Elected representatives of institutions including the representatives of local universities, Chambers of Commerce and Industry, Rural Cultural Houses, Health Councils, primary and secondary schools, vocational schools and teacher training institutions;
3. Elected representatives of the public, the number of whom, depending on the number of children attending school in the region, is between two and seven.

Members serve for a term of four years, except in the case of persons elected through the Parent-Teacher Associations. Every council has a chairman and a deputy chairman, who are elected by the council members for a two-year term of office.

The functions and authorities of the Regional Education Councils are as follows:

- To propose to the Ministry of Education an annual education budget and programme and approve the budget and programme

on the basis of the Government's annual grant and local revenues, as well as to approve any changes therein that may be necessary during the year;

- To propose the levying of taxes to the Municipal Council for the construction of schools or the extension of compulsory education;
- To grant permission for the establishment of non-Government schools;
- To help the expansion of sports, scouting and summer camp programmes and the establishment of school libraries;
- To adopt appropriate policies for the improvement and expansion of the activities of Parent-Teacher Associations and to provide guidance to such associations;
- To adopt appropriate measures for furthering the literacy programme campaign;
- To stimulate public initiative and co-operation in the development of educational programmes;
- To draft and approve specific regulations covering grants to outstanding students;
- To supervise and control the budgets and scale of fees of non-Government schools;
- To offer advisory opinions in the case of proposals made by the Minister of Education, local director-generals of the Ministry or local Education Department heads;
- To fix the salaries and allowances of education employees in local level;
- To approve proposals made by Regional Education Departments regarding the establishment of non-Government schools and to approve their budgets.

Relationship between the Regional Education Councils and the Ministry of Education. The Minister of Education has four deputy ministers, responsible at the national level respectively for (1) parliamentary, administrative and financial affairs, (2) programming and budgeting, (3) educational planning, and (4) educational standards and procedures. The deputy minister for programming and budgeting supervises a number of bureaux which are involved in the preparation and co-ordination of the budgets of Regional Education Councils.

In addition, to facilitate the work of the Regional Education Councils, the country is divided into five educational areas, all but the central area comprising several provinces, and each under the supervision

of an executive deputy minister who works under the direct supervision of the Minister. The executive deputy ministers work closely in particular with the deputy minister for programming and budgeting, and the deputy minister for educational planning. The Directorates-General of Education which function under the supervision and control of one of the executive deputy ministers and in turn supervise the local education departments and the Regional Education Councils are located in provincial centres.

Inasmuch as they carry out the guidelines and policies of the Ministry of Education with regard to adherence to educational standards and criteria, the provincial Directorates-General of Education are responsible for supervising the work of executive units (local Education Departments and Regional Education Councils) in terms of evaluation, guidance and reporting, and because of their links with both staff and line authorities they are in a good position to carry out their duties. Figure 1 shows the relationship between the Regional Education Councils and the various departments of the Ministry of Education.

The budget cycle of the Regional Education Councils

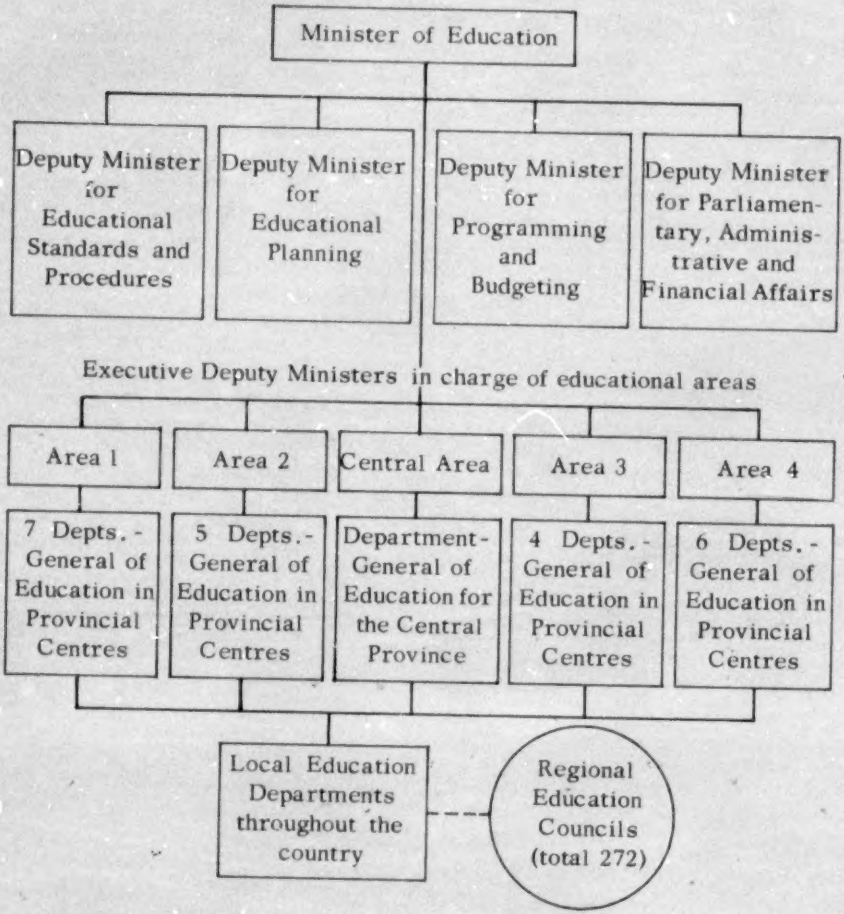
When the Regional Education Council Act came into force, the old centralized method of budget preparation gave way to a new decentralized system, the various stages of which are described below.

The objectives, policies and general guidelines for the preparation of the State General Budget are set out every year in the Annual Economic Report, which is prepared by the national Plan and Budget Organization and submitted to the Economic Council. After confirmation it is circulated to all executive agencies.

Every year the Ministry of Education formulates its guidelines and policies for the year - with due regard for the annual objectives of the current development plan - and circulates these to local Education Departments. Each local Education Department in turn prepares its budget requests for the following budget year in harmony with the said guidelines and the estimated local revenues, for submission to the Regional Education Councils at the latest by the end of Shahrivar (22 September) each year. The Council examines and confirms the proposed budget at the latest by the end of Mehr (22 October).

The budget requests thus confirmed by the Regional Education Councils are then sent to the centre of the province to be analyzed and to ensure the necessary co-ordination between the proposals submitted by each region. The budget request thus prepared for each province is then submitted to the executive deputy minister of the respective educational area. The co-ordinated budget requests of each of the five areas are then sent to the Deputy Minister for Programming and Budgeting, who

FIGURE 1. Organizational chart for national education in Iran


Minister of Education
Deputy Minister for Educational Standards and Procedures
Deputy Minister for Educational Planning
Deputy Minister for Programming and Budgeting
Deputy Minister for Parliamentary, Administrative and Financial Affairs
Executive Deputy Ministers in charge of educational areas
Area 1
Area 2
Central Area
Area 3
Area 4
7 Depts.- General of Education in Provincial Centres
5 Depts.- General of Education in Provincial Centres
Department- General of Education for the Central Province
4 Depts.- General of Education in Provincial Centres
6 Depts.- General of Education in Provincial Centres
Local Education Departments throughout the country
Regional Education Councils (total 272)

ensures that they are in accord with the overall objectives and guidelines and examines the work programmes and budget requests of the different regions, on the basis of which the overall budget request of the Ministry of Education, consisting of the budget requests of the Regional Education Councils and the Ministry's own administrative budget, is prepared. After confirmation by the Minister of Education, the budget request is then sent to the Plan and Budget Organization.

The Ministry of Education budget is then considered by the Plan and Budget Organization in the light of Plan objectives. The budget

requests are then included in the State General Budget and submitted to the National Assembly (Majlis) for approval.

Budget approval. Government aid to the budget of each region, categorized under one of four chapters of expenditure (personnel, administration, capital and miscellaneous payments) and also by programmes (kindergarten; primary; 'orientation'; secondary, both general and comprehensive; technical and vocational education; teacher training; and other complementary programmes) is approved by the National Assembly. After approval of the State General Budget, the Ministry of Education informs each of the local Education Departments of the level and composition of their budget appropriation.

The local Education Departments prepare their portion of the detailed regional budget on the basis of the Government aid approved and their estimate of local revenues, for submission to the Regional Education Council. Then, the local Education Department is informed of the budget approved by the Regional Education Council. It should be pointed out in this connection that the Council approves the regional budget on the basis of objects of expenditures. Figure 2 illustrates the budget cycle for education.

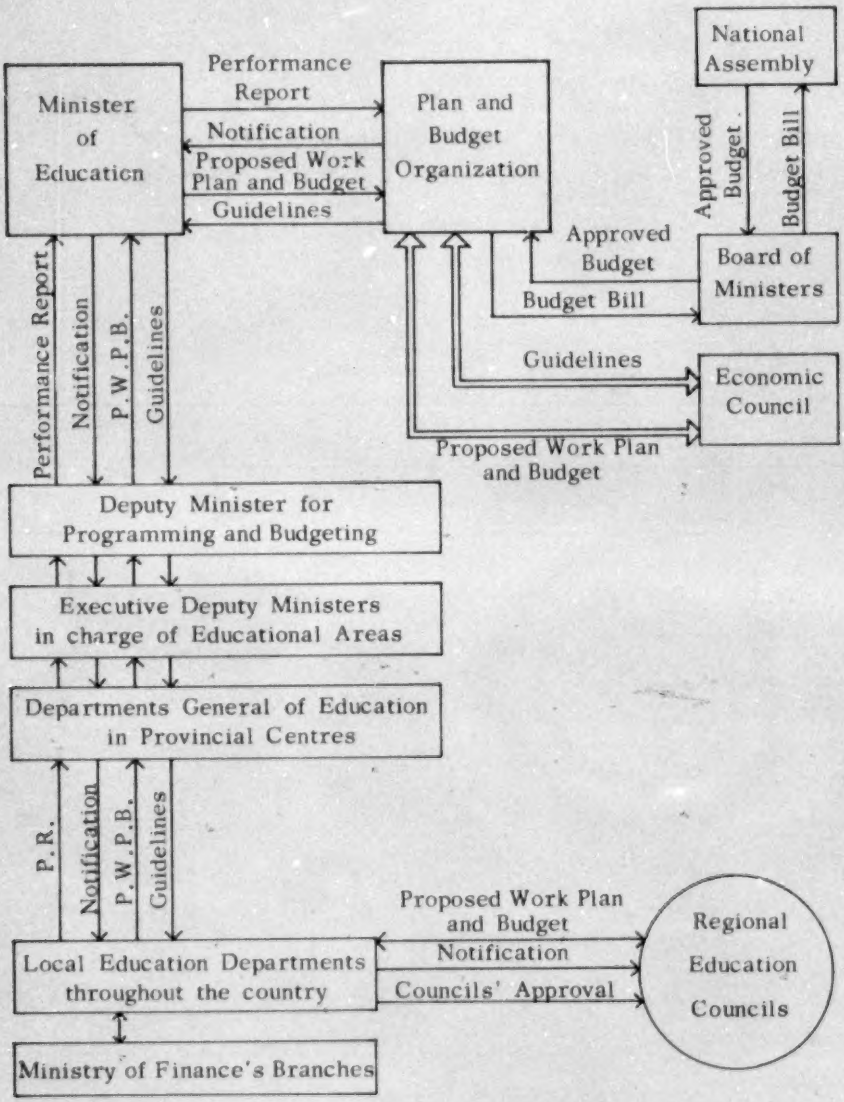
Budget execution and control. At the beginning of each quarter, the Ministry of Education allocates the Government aid for every local Education Department, on the basis of the budget appropriation, and submits this, in the form of vouchers, to the Ministry of Economic Affairs and Finance. The Treasurer-General allocates the necessary amount on the basis of these vouchers and makes remittances to the accounts of the local Education Departments accordingly.

On the basis of the budget approved by the Regional Education Council, the local Education Department acts to pay the relevant expenditures. The utilization of funds received from Government and local revenues constitutes part of the authority of the local Education Departments and requires the joint signatures of the head of the local Education Department and the chief accountant of the Department. In the case of purchases, depending on the price level of the goods concerned, specific procedures are followed. If the Department wishes to dispense with the formalities of tenders and auctions, approval of the Regional Education Council must first be obtained.

Documents used to support expenditures must be prepared by the local Education Department, and after being signed by the responsible officials and the head of the local Education Department may be charged to expenditure. At the end of each month the accounts are prepared, and after the auditor appointed by the Ministry of Economic Affairs and Finance confirms their conformity to the relevant laws and regulations

they are sent to that Ministry, together with the supporting documents. Provided no discrepancies are discovered in the documents, they are then entered in the definitive accounts.

FIGURE 2. The budget cycle for education in Iran



The annual accounts, including statements of actual receipts and payments, and programmes implemented, are sent to the Regional Education Council for confirmation. Any economies achieved in the course of the year may be carried forward to the following year, and must be included as a financial resource.

Amendments to the budget in respect of Government aid involving a transfer within chapters of expenditures and between objects of expenditure are permitted with the approval of the Regional Education Council, but transfers between different chapters are only permitted up to ten per cent of the appropriation involved. In the case of local resources the Regional Education Council approves expenditures and may authorize any changes required.

THE FIFTH ECONOMIC PLAN OF NEPAL 1975-1980

Within the context of the guiding principles embodied in the Constitution, of establishing a democratic, just, dynamic and egalitarian society, one of the most significant policy orientations of the Plan is to make development 'people-oriented', on the basis of regional balance. Unlike the previous Plans, the Fifth Plan has given special priority to the agricultural sector for securing increased production. Public sector resource allocation has been significantly increased in the social services, for demonstrating and affecting direct development benefits to the people. Social services have been allocated 25 per cent of the total resource in the public sector, and of this about 40 per cent has been proposed for education.

Besides these major policy re-alignments in sectoral resource allocations, the Fifth Plan singles out population control, employment generation, scientific land use and fuller exploitation of water resources as priority areas for development.

The predominance of internal resource mobilization (some 55 per cent) for the development expenditure outlay is another new feature of the Plan. This is in consonance with the expressed need to move towards self-reliance in the economic sector as in the other sectors. The provision of maximum and minimum levels of financial resources and physical targets recognizes potential variations in resource availability, implementation capacity and external determinants, and provides a degree of flexibility to the Plan.

The overriding objective of the Fourth Plan was to maximize output, whereas the objectives of the Fifth Plan are not only this, but also to make such output consistent with the minimum needs of the people: the Plan stresses the necessity that additional output should conform to the basic needs of the population. At the same time, the purchasing

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Nepal. National Planning Commission. *Nepal; the Fifth Plan (1975-80) in brief.* Kathmandu, 1975. 55 p.

power of the people should also go up with the increase in production, so that they will be in a position to make use of the products they need most. This can be done by involving the people in the actual process of production according to their needs and abilities. Hence the appearance in the Plan of the twin objectives of 'people-oriented' production and maximum utilization of manpower. These objectives can be achieved only when development activities are also as widely spread as the natural resources and the scattered labour force. In this context, the country has been divided into four development regions, with regional specializations in production, suited to the ecological characteristics of each region.

In the leading sector - Agriculture - production is planned to rise by 3.4 per cent per year, with food grains increasing 16.72 per cent and cash crops 68.08 per cent over the Plan period. Recognizing that if irrigation facilities alone could be expanded, the traditional experience and expertise of the millions of farmers would provide for substantial increases in production, the expansion of irrigation facilities has been given high priority, and irrigation facilities are planned for an additional 146,000 ha. over the Plan period. To support this major programme, supportive organizational and other inputs appear prominently in the Plan. It is also recognized in the Plan that as long as farmers do not enjoy fully the fruits of their labour, productivity cannot increase. Hence, during the Fifth Plan, land reforms will be reviewed with the objectives of ending exploitation and evolving a system of 'peasants proprietorship'.

Transport and communication are still important sectors in the Fifth Plan, as they were in earlier Plans. In addition to the previous thrusts of the major highway projects, considerable importance has been given to providing minimum transport facilities in the hills and remote areas. Micro-wave systems will be a major development during the Fifth Plan, and will be associated with enhancement of postal services to cover 10,000 people to a post office, some of which will be managed with the co-operation of local people.

Production of essential consumer goods has been given special prominance in the industrial sector. Other important emphases are the production of agricultural tools and machinery, and the development of agro-based industries and the enhancement of waterpower and hydro-electric production. For technical support, a central directorate and regional and sub-regional offices will be established under the Plan.

The 25 per cent of the total public sector outlay for the social services sector will cover education, health, family planning and drinking water. Primary education will be made free throughout the country from the first year of the Fifth Plan. By the end of the Plan period, out of the

total of 1.15 million primary school-age children aged from 6 to 8 years, 64 per cent are to be provided with primary education facilities. To increase pupil enrolment, provision is made to establish one-teacher schools within walking distance in some of the sparcely-populated rural areas. Several measures are contemplated to enhance female enrolment, including the mass mobilization of Panchayats and various class organizations and the training of female teachers. Middle- and low-level technician training in such areas as agriculture, forestry, engineering, medicine and technology is foreseen.

Although a larger proportion of the Fifth Plan cutlay will be in the private sector, the Panchayats and private sectors will still be making a substantial contribution in the Plan. Of the total development outlay of between Rs. 9,197 and Rs. 11,404 million, the public sector is expected to contribute between Rs. 6,170 and Rs. 7,544 million, the Panchayat sector, Rs. 931 to Rs. 1,187 million, and the private sector, Rs. 2,096 to Rs. 2,672 million, with an expected GDP (1974/75 prices) of between Rs. 80,160 and Rs. 81,579 million, an additional GDP of between Rs. 3,185 and Rs. 3,948 million, and an annual growth rate of from four to five per cent.

A PERSPECTIVE ON ADULT EDUCATION

Lowe, John. *The education of adults: a world perspective.* Paris, Unesco/Toronto, Ontario Institute for Studies in Education, 1975. 229 p.

This book is based on the materials produced for the Third International Conference on Adult Education held in Tokyo in July-August 1972. It was appropriate and felicitous to hold the Conference in an Asian country, particularly Japan, because in 1972 that country celebrated the centenary of the foundation of a modern system of education. Moreover, the preceding two internationai adult education conferences had been held in the Western Hemisphere.

The Conference had three specific objectives, as follows:

1. To examine the trends in adult education during the last decade in order to ascertain how successful achievements might be reinforced;
2. To consider the functions of adult education in the context of lifelong education;
3. To review the strategies of educational development in respect of adult education as a basis for formulating concrete policies for adult education within the context of national plans for educational development.

From the interventions and recommendations of the delegates, the author notes that much has changed in the field of adult education since the first and second world conferences. The Tokyo Conference demonstrated that a common language based on a common body of knowledge and experience had emerged. Adult education is no longer exclusively seen in terms of specific content, or levels, or methods of education. It has become clear that education for work and for participation in cultural and civic life are not alternatives, but complementary activities.

All levels from pre-literacy education to post-professional training, along with methods, were taken into consideration by the Conference. The types of education ranged from informal peer-group learning to education on the vast scale rendered possible by modern mass media.

Even though the Conference took a very comprehensive view of adult education they did not recommend uniformity. As the Conference progressed, the needs and wishes of the learners, particularly the underprivileged, became its principal pre-occupation. Adult education was seen to be emerging from its marginal position in relation to formal educational systems and to be moving towards a central role in society's overall provision for education.

The book contains twelve chapters, as follows: (1) Changing ideas and functions; (2) Attitudes, needs, motivation and learning ability; (3) Un-met needs and target groups; (4) Changing structures; (5) Programmes and content; (6) Methods and materials; (7) The administrative, organizing and teaching force; (8) Administrative policies; (9) The problem of financing; (10) Research and development; (11) The international dimension; and (12) Towards a learning society.

The introduction deals mainly with the three international conferences on adult education which have been held at intervals of roughly ten years since the end of the Second World War. The first took place in Elsinore, Denmark in 1949. Dominated by delegates from Western Europe, that conference was pre-occupied with the concerns of industrially developed countries and took a very narrow view of the functions of adult education. The second, held in Montreal, Canada, in 1960, explored the theme, "Adult Education in a Changing World". The Montreal Conference set lifelong education as a goal for the future policies of governments. The second conference gave an unmistakable impetus to the expansion of adult education in many countries.

The Tokyo Conference identified three main weaknesses in adult education. First, governments seem reluctant to treat the education of adults as an integral part of their educational system. Second, the level of financial support is dismally low. Third and above all, those who most need education - the educationally 'disadvantaged' - are not generally participating in adult education programmes. The efforts of the Conference were directed to (a) making more efficient the planning, management and financing of adult education and increasing international co-operation; and (b) making full use of media, improving the staffing of adult education and promoting research and development in this field.

The ideas and functions of adult education have undergone many changes. In the past, adult education was seen as a social service, a remedial backstop dealing with the omissions of the formal education. Today adult education has assumed some critical functions and has widened its content so that it is possible that at any given time groups or individuals are studying most of the subjects that we have so far conceived.

There is a very close correlation between attitudes, needs, motivations and learning ability, and participation in adult education programmes. Experience has shown that the more education a person has experienced, the more education he is likely to seek. Thus, participation in adult education has been largely a middle-class phenomenon. The main function of adult education should however be to meet the un-met needs of the educationally unfortunate - the illiterates, the rural and urban poor, the unemployed, unskilled and semi-skilled workers, women, ethnic minorities, and others - so that they will have access to further education, get a satisfactory job and earn a reasonable income.

The needs of the unfortunate cannot be met by waiting for the people to come to an educational institution. Educational facilities should be provided for them where they live and work and offer them attractive incentives. Programmes and methods must be varied to meet the diverse educational needs of all adults, and the whole community should be involved in adult education programmes.

While flexibility is difficult to achieve, the need for appropriate structures, programmes and subject matter implies that systems of adult education should be so flexible and sensitive that people can freely move in and out of it according to their own needs and personal circumstances.

On the matter of administrative, organizing and teaching force, the Tokyo Conference recognized the acute scarcity of properly trained, full-time personnel capable of assuming a broad range of responsibilities in adult education and gave reasons why this is so. It also categorized the professional persons employed full-time in adult education work and recommended that those involved in adult education should not only be given more training but that their number be substantially expanded.

Stress was placed on the need for the development of effective national strategies if adult education is to become a key social service rather than a marginal one and indicated how such strategies should be formulated and implemented. Emphasis was also given to the need for adequate financing of adult education and pointed out possible sources of funds. The importance of research and development in adult education was also recognized, since adult education is still an emerging field of study. Suggestions are given on how effective research in this field can be undertaken.

It was noted that the international dimension of adult education has grown considerably since 1960 within the United Nations family of agencies, and that numerous inter-governmental organizations have shown increasing interest in this field.

The final chapter of the book deals with the development of a learning society in which knowledge will be continuously reappraised, expanded and universally disseminated. Learning will begin at school and continue throughout adulthood. Social institutions at every level will be organized to educate. Economic organizations will be as much concerned to encourage learning as to raise productivity, hopefully even more so.

EDUCATIONAL REFORM IN SRI LANKA

Sri Lanka. Ministry of Education. *Education in Sri Lanka: new horizons.* /Colombo/ Government Press, 1976. 39 p.

Described as an outline of "the basic philosophy underlying the far-reaching innovations recently introduced into the educational system" of Sri Lanka, the brochure deals with major aspects of the country's educational reforms of 1972 such as:

1. Raising the age of admission to Grade I from 5 years to 6 years;
2. Structural change of the educational system from an 8+4+3(or 4)pattern to a 5+4+2+4 pattern (Grade I to first degree); and
3. Curricular changes and trends, including methods for greater articulation of learning with work.

Although four years have elapsed since the introduction of the reforms, the brochure makes no effort either to indicate to what extent the proposals have already been implemented or evaluate whether the envisioned results are being achieved. Viewed, however, as a statement of intentions, one gets a very clear idea of the basic considerations which influenced the policy-makers in designing these reforms.

Four factors have been highlighted as the principal reasons for radical changes in the educational system:

1. Rapid quantitative expansion ("The expenditure on education, which is already very high, keeps on increasing by many millions every year. A system of education which is thus expanding must be reviewed in terms of its cost-effectiveness.");
2. Large numbers of educated unemployed;
3. Non-development of skills to ensure optimum use of natural resources; and
4. Aspirations, values and attitudes ("The false values which perpetuated class distinctions, extravagance and a bankrupt life-style continued to maintain their parasitic influence on the national ethos. Individuals who, in spite of the compulsory teaching of religion in schools, continue to be influenced by the

> false values and attitudes that plagued society under colonial influences, are not capable of contributing to the growth of the new progressive society which is our national goal").

The structural change amounts to a reduction of one year in school (i.e., from 12 years to 11 years), postponement of specialization by one year (from Grade IX to Grade X), and stricter requirements for entry to senior secondary education. All these would have significant consequences in reducing the educational budget of the country.

The proposed changes in content and methods aim fundamentally at orienting education to work and emphasizing the concept of "learning to learn". The brochure says:

> The overall effect of the reforms has been to transform the rigid and artificial atmosphere in the classroom to one in which the children feel free to engage themselves in a variety of activities. They find ample opportunities for exploration, become aware of their environment and learn to appreciate it. They have sufficient scope to develop their creativity, to acquire leadership qualities and to work in co-operation.

The main intention in the proposed curricular change is "to make education practical without giving undue weightage to academic learning." The traditional disciplines "are not completely rejected but are presented in an integrated and meaningful manner." The bulk of these changes relate to secondary education and more so to junior secondary level (Grade VI-IX). Pre-vocational studies relating to over 80 subjects based mainly on locally-practised crafts and trades form a core element of the junior secondary curriculum and are expected to:

a) Bring the school closer to the community by establishing a two-way communication process - craftsmen contributing in teaching and students transferring scientific knowledge to crafts and minor industries;

b) Introduce the student to the world of work and its ethics;

c) Build the students' character and personality by developing a sense of curiosity and of the dignity of labour, an attitude of facing and solving challenging problems and a capacity to work in co-operation with others; and

d) Develop in them an awareness of the natural resources of the country and how they can be utilized.

An innovative feature, with similar objectives, is the programme of in-plant education, in which the students gain work experience in

real-world situations of factories or plantations. The same emphasis on practical work continues to the senior secondary level, with 10 per cent of the instructional time allotted to project work. The projects range from rural development to providing aesthetic experiences to the local population.

Another important proposal discussed in the brochure is the Tertiary Education Extension Programme, directed to employed students and those called the University "shut-outs", which is expected, in due course, to evolve into an Open University.

The brochure thus provides a bird's eye view of changes planned in Sri Lanka's system of education. These changes are significant as responses to a series of socio-economic and cultural challenges which are strikingly similar to those faced by other developing countries of the Asian region.

NATIONAL STUDY SERVICE IN INDONESIA

Hardjasoemantri, Koesnadi /and others/. *KKN-Indonesia's National Study-service Scheme*. The Hague, Centre for Study of Education in Changing Societies, 1976. 39 p.

This text of a lecture delivered at Utrecht University by Koesnadi Hardjasoemantri describes an effort made by the Government of Indonesia to "bridge the gap between the people at the grass-root level and the staff and students of institutes of higher learning" and to "bring higher education to the service of the masses." It has embarked on a scheme, called KKN - Kuliah Kerja Nyata (National Study-Service Scheme), which requires that students of higher education in both governmental and non-governmental institutions should spend at least six months in village-level development activities as a part of their education. The objectives of the scheme have been outlined by President Suharto himself as two-fold:

- To benefit the rural people by enabling students to collaborate in efforts to raise their standard of living;
- To provide opportunities to students to apply their knowledge to real-life situations and gain experience.

The Second Five-Year Development Plan (Repelita II - 1974-79) has made KKN a full-scale programme in all Universities and is supported by different departments of the Government.

Koesnadi prefaces his account of KKN with a brief historical analysis of the recent changes in Indonesian higher education and the variety of predecessor activities involving students in national movements: e.g. Student Army (in the 1940s), Student Volunteers (1951-1963), mass guidance in food production (1963-1965), University Students' Action Front (1967). Where applicable, the differences in concept and method of work of each of these and KKN are outlined.

KKN traces its origin to academic requirements prescribed in 1967 to the effect that a student in a Bachelor's course should spend from two to four weeks in rural areas collecting data, while a student in a Master's course should be involved directly in helping village development and rural productivity for at least six months. Three Universities (namely, Gajah Mada, Andalas and Hasanudin) undertook

preliminary pilot projects in 1971/72. Since the fillip given to the scheme by the President at his address to 40 University Rectors in 1972, thirteen more Universities undertook pilot projects in 1973/74: two more joined in 1974/75.

Koesnadi proceeds to elaborate the guidelines issued by the Directorate of Higher Education. These have been drawn up with care to ensure for the students a worthwhile educational experience under expert supervision while the rural communities to which they were sent are not overburdened. The bulk of the document deals with the performance of the thirteen pilot projects and how the experiences gained in each of them resulted in refining the guidelines. Such a refinement emphasizes the importance of student initiatives in strengthening local structures. The students participating in KKN are specifically required to pay attention to the following:

1. The development of the young people of the village as change agents and future leaders, to increase the local capacity for self-help.
2. Opportunities to help the village Head establish a village development planning board or committee, which would maintain links with the regional development planning boards.
3. Opportunities to attract attention, advice and help for development activities from local sources (e.g. community leaders, district and sub-district officials) and from the universities and other institutions such as regional research centres.

KKN has brought into existence in each university a Community Service Bureau, under a director, who is expected to be relieved of other university responsibilities. Universities have been specifically requested to keep the costs very low. Koesnadi explains as follows the basic considerations in financing students in KKN projects:

> In particular, it was felt that the allowance provided for the students should be just enough to cover the actual cost of living in the villages. Over-generous allowances could create a gap between the students and the village people, making it difficult for students to gain experience of the problems villagers experience in their life and work. Also, if the students had surplus money from their allowances that they could use to pay for materials and equipment, this would create a temporary artificial channel for supplying the villagers with these materials etc., possibly causing the normal channels for these things to dry up, so that when the student left the village the situation might have become worse rather than better.

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The present project costs range from $ 24 to $ 90, with over half of them costing under $ 40 per student-month.

While in a village a student is supervised by the local administrative head (i.e. the village head or the Camat). They are periodically visited by the University staff - those officially connected with the project as well as others. The students write at regular intervals a brief report on their activities to the university with copies to local officials at all levels.

The document next proceeds to describe the supporting arrangements which are being made at the national level; for example:

- Establishment of a National Advisory Team to provide national leadership and guidance;
- A national evaluation meeting;
- Staff development programmes; and
- Research projects on the effects of KKN and how study-service schemes could be institutionalized.

The Directorate of Higher Education publishes a monthly newsletter to ensure an exchange of experience among universities.

While Koesnadi has thus provided an informative introduction to organizational and administrative aspects of KKN, one finds only a few passing references to what students actually do in the villages. Among the activities mentioned are the following:

1. Investigating the needs and potential of the village and helping villages to get what they need through regular channels of the extension officers of various government departments;
2. Planning small demonstration projects with the seed material and fertilizer provided by the University and with further locally-generated resources;
3. Planning useful projects which could be carried out at little or no cost, such as: making nutritious poultry feed out of locally available materials; persuading leprosy sufferers to come forward and take advantage of the treatment at the local clinic; raising eels in backyard ponds, increasing the production and promoting the sale of local handicrafts; carrying out various kinds of campaigns, such as family planning, nutrition and preventative medicine; constructing contour ditches to prevent erosion; clearing drainage ditches and irrigation canals; and building or repairing small bridges and roads;

4. Assisting the village head with administration and statistics.

The experience gained so far by the participating Universities appears to thoroughly justify Koesnadi's conclusion that KKN is now "firmly established on its path to becoming a national study-service scheme involving all students" and that "it will lead to some major changes in development in Indonesia and also offer some experience which may be relevant for other countries."

EDUCATION AND CULTURE IN INDONESIA 1974-1978

Indonesia. Ministry of Education and Culture. Office of Educational and Cultural Research and Development. *Second Five-Year Plan: Chapter 22: Education and development of the young generation; Chapter 24: The nation culture* (draft). Jakarta, 1976. 1 v. (various paging). mimeo.

These two chapters of Repelita II (the Second Five-Year Development Plan, 1974-78) provide an authoritative official analysis of the present situation in education and culture in Indonesia and the directions in which future development is guided.

The chapter on education and development of the young generation is in three parts:

1. Foundations and directives
   - Outlining the national educational objectives;
2. Problems and policies
   - Embodying a statement of overall educational problems and progress made during the First Five-Year Development Plan, and concluding in the formulation of a series of broad policy guidelines;
3. Programmes and targets
   - Detailing nine major programmes covering all aspects of educational development.

The chapter on culture, which is much shorter, follows a similar pattern and elaborates three programme areas relating to (1) rescue, maintenance and survey of historical cultural heritage and regional cultures, (2) improvement of art-school courses, and (3) development of the national language and literature.

Education is defined as a "conscious effort to develop one's personality and abilities both in school and out of school during one's lifetime"; it is conceived as a joint responsibility of the family, the society and the government. Besides the traditional objectives of education, the plan highlights the importance of manpower considerations in

relation to national development and, more emphatically, the need to prepare the younger generation to improve its overall quality of life.

Apart from the problems of relevance and quality of education as compared with national development needs, the education chapter draws attention to the quantitative imperatives brought about both by population growth and improving transition from lower to higher levels of education. It expresses concern over the urgent need to evolve more economical and effective methods of instruction and sufficiently varied programmes of activities for the age-group 15-24 years. A part of the problem is described as the development of an information system and managerial abilities which are "crucial for the implementation of educational reform".

An overriding policy consideration, referred-to several times in the education chapter, is the importance of adapting educational practices to different regional situations and ecological systems. The impact of such a policy on curriculum development, production of textbooks and teaching aids, and evaluation procedures is clearly perceived. Another aspect which receives equal emphasis in the policies is the development of facilities for vocational skill training. The Junior High School (SMP) is conceived as a comprehensive school eventually combining in content, methods and objectives both the general educational institutions and the junior vocational and technical schools. Similarly, the emphasis on work as an integral part of learning and the exposure of students (particularly at the tertiary level) to realities of national life are given due consideration.

Numerical expansion is planned for in order to achieve the following enrolment targets:

Stage	1973	Target for 1978
Primary	13.6 million	20.9 million
Junior high	1.5 "	2.1 "
Senior high	0.9 "	1.2 "
Higher education	0.329 "	a 20% increase

The increase in primary enrolment is expected to improve the participation ratio of the age-group 7-12 years from 57% in 1973 to 85% in 1978. Improvements are anticipated in transition rates of each level to the higher level of education. The teachers' colleges (SPG) are expected to produce 189,000 graduates over the five-year plan period. The programme of development for each type of educational institution takes into consideration the personnel requirements as well as those in buildings, facilities, textbooks and teaching aids and materials. A strong

effort is to be directed at reducing the gap between religious educational institutions and the school system.

The plan also provides for setting up at least 2,000 programmes of non-formal education, catering for a clientele of not less than one million. In addition to these, the scout movement, youth centres and sport development also figure prominently.

The ninth programme in the plan concentrates on the development of a sound information system and the improvement of educational management. In it is provision for research-and-development activities which are directly related to educational policy and decision making.

The education chapter has thus elaborated Indonesia's plan for educational development for the five years 1974-78, for which an investment of 43,400 million rupiahs (with 46,963 million rupiahs in 1974/75) is envisaged. In addition, an investment of 4,600 million rupiahs is expected from the sectors of science and technology, research and statistics, and state apparatus.

The three programmes in culture are given an allocation of 30,000 million rupiahs, with 2,225 million rupiahs as the provision for 1974/75.

These two chapters of Repelita II, which the BP_3K has translated into English, provide a very useful source to those who wish to follow the changing priorities and emphases in Indonesian education.

SRI LANKA: 150 YEARS OF EDUCATION DURING THE BRITISH RULE

Jayasuriya, J.E. *Educational Policies and Progress during British Rule in Ceylon (Sri Lanka) 1796-1948* /Colombo/ Associated Educational Publishers, 1977. 558 p.

Drawing upon a wealth of information from an impressive array of primary and secondary sources, Jayasuriya presents in this volume a scholarly historical analysis of the development of education during the British rule (which lasted 152 years). The period covered in his presentation is particularly significant because it saw the transition of a traditional system of education nurtured by Buddhist and Hindi institutions into the modern system founded entirely on the European model. The educational policies of this period reflect issues and controversies arising directly out of the conflict of values and aspirations between the exponents of the two systems. If matters of religion and language predominated in most discussions of educational policy, it was inevitable that they, above all, symbolized the fundamental points of divergence. A notable feature of educational policies in independent Sri Lanka has been a consistent concentration on the part of successive governments on what have been construed as acts of restitution. Thus to understand and appreciate most of the current educational policies of Sri Lanka, a fair idea of the developments of the last two centuries is a prerequisite.

The book begins with a brief account of the land and the people and two concise but informative chapters on (a) the indigenous religious traditions in education and (b) the educational establishments of the Dutch. In five sections, each dealing with a period of two or three decades, he proceeds to analyse the main developments quite objectively. Each period has been demarcated on the basis of some political or educational justification. Each section follows much the same pattern and commences with the political and social background of the period. Other than special chapters on significant landmarks in the educational history of the country, such as different Commissions of Enquiry, new laws and the introduction of the free education scheme, each section devotes a chapter to a set of themes which run through the entire volume. These chapters discuss the religious schools, government schools, religious instruction, language media, grant-in-aid regulations, examinations,

and educational finance and statistics. Each section concludes with a succinctly written review of educational developments of the particular period. A carefully prepared index enables a reader to undertake selective study of any particular problem or aspect of education.

These review chapters (Chapters 11, 24, 38, 50 and 64) by themselves constitute a complete readable digest of Sri Lanka's educational developments and along with the concluding Chapter (Chapter 65) merit publication as a shorter version for the general reader. In the final chapter, entitled "The British Period in Education in Retrospect," Jayasuriya points out the following:

1. British educational policies were by and large in the nature of pragmatic responses to constellations of needs, firstly Britain's and only secondly Ceylon's, and realities that manifested themselves from time to time;

2. An education in English and Christianization were considered the means of providing the essential intellectual and attitudinal preparation for native loyalists to be employed in the middle grades of government service and commercial establishments;

3. The provision of schooling on an extensive scale was not a matter of any great importance to the British Government for its purposes, although it was politic to pay lip-service to this kind of idea;

4. The British examinations discouraged the study of local languages, and it took nearly 40 years to persuade the British authorities to give some recognition to them;

5. The school system was characterized by a number of important dualities:

   a) Management and control:

      (i) government;

      (ii) denominational and private;

   b) Language:

      (i) English;

      (ii) Vernacular;

   c) Location:

      (i) Urban - English and Vernacular schools;

      (ii) Rural - only Vernacular schools;

d) Curriculum:

(i) English schools - curriculum leading to lucrative employment opportunities and access to higher education;

(ii) Vernacular schools - low-level employment and no opportunities for higher education;

e) Clientele:

(i) English schools - fee-levying and patronized by the well-to-do;

(ii) Vernacular schools - free and open (although not necessarily available) to all;

f) Government aid:

(i) Generous to English schools;

(ii) Meagre to vernacular schools.

With these, he proceeds to explain the vast changes in educational policy which commenced, under increasing self-government, in the 1940s, such as the introduction of free education from Kindergarten to and including University, the establishment of rural Central Schools and the gradual institution of national languages as media of instruction. The critical analysis ends with the following statement:

> ... However, considering that in the history of colonial rule through the ages no colonial master ever ruled its colonies for the unadulterated benefit of the latter, the record of the British in the field of education is seen in retrospect as having been reasonably fair and praiseworthy, though by no means sufficiently distinguished in its contribution to the life and well-being of the people as to warrant bouquets of thanks ...

Jayasuriya's contribution to understanding the current changes in Sri Lanka's education from a historical perspective is indeed remarkable. One would undoubtedly be impressed by both the scholarly thoroughness in marshalling information and the incisiveness of his critical analysis. Nevertheless, one might have expected to see allusions to contemporary documents in national languages of the country and writings of some of the prominent leaders of national thought, such as those of Anagarika Dharmapala some 70 years ago demanding more science and technical education.

VOLUNTARY ADULT EDUCATION ORGANIZATIONS IN INDIA

India. Ministry of Education and Social Welfare. Directorate of Non-formal (Adult) Education. *Directory of Voluntary Organizations Working in the Field of Adult Education in India.* New Delhi: Ministry of Education and Social Welfare, 1975. 344 p.

This Directory of Voluntary Organizations Working in the Field of Adult Education in India has been compiled to: (1) give a picture of the activities by various types of voluntary organizations; (2) facilitate the location of voluntary efforts, initiations and facilities; (3) help governmental authorities to plan adult education and adult literacy programmes in co-operation with different voluntary organizations; and (4) to facilitate exchange of information and experience between voluntary agencies. It has been compiled to provide adult education workers with a useful source of information, and has a general index.

The Directory is not a comprehensive one, since many more voluntary organizations could be added. Nevertheless, it shows that:

a) A great number of voluntary organizations are initiating and developing activities and programmes which can be considered to be of relevance to adult education directly or indirectly; this trend needs to be encouraged and supported;

b) Many organizations are closely linking their out-of-school activities or programmes of social education with other socio-economic or socio-cultural goals which are part of their objectives; this aspect deserves to be enlarged and strengthened;

c) Most of the projects and programmes undertaken by voluntary organizations are of a limited size, which is due both to the conceptualization of their role and to the scarcity of resources; this deficiency needs to be overcome in order to increase the impact of these educational programmes on the social and economic situation in particular environments, as well as to contribute toward improving the living conditions of concerned population groups;

d) Some voluntary organizations rely more on external resources or government's grants than on the genuine mobilization of

intellectual, material and financial resources as well as on the enthusiasm of social workers, volunteers and learners themselves;

e) Relatively few projects are concerned with particular needs of deprived or handicapped groups (Scheduled Tribes and Castes, slum dwellers) and the social needs of low-potential areas.

Voluntary organizations have an outstanding advantage in performing a significant role in these fields: they can get a large support of public opinion; they can build their activities on identified motivations; they can enlist the services of dedicated educationists and social workers; they have operational freedom and genuine zeal inherent in their structures; and they can mobilize private financial resources. The Scheme of Assistance to Voluntary Organizations Working in the Field of Adult Education is designed for this purpose. The Scheme also serves to establish a link between voluntary organizations and technical expertise in the field. Details of the scheme can be obtained from the Ministry of Education.

The Directory covers a total of 147 organizations located in 17 States, 143 registered and 3 unregistered. Some of these organizations are affiliated to parent bodies. They may be classified into three categories depending upon the area of operation. Out of the total number of 147 organizations, 21 function at the national level, 32 at the State level, 92 at the district, sub-division or at block level and 2 at the regional level.

While several organizations work with a wide range of adult groups, some prefer to operate with more specialized clientele. For example, of the 147 organizations, 31 function exclusively for women and children. A few work among tribal people, others with the farming community or industrial workers and still others in rural areas only.

Some organizations have had long experience in the field; others are relatively new entrants. Thirty-one have been functioning for the last 3-15 years while about an equal number have been in the field for from 15 to 25 years. Thirty-four organizations have an even longer tradition of 30 to 50 years, and as many as 16 are veterans in the field with a history going back more than 50 years.

There is a wide variety in the pattern of membership. Thirty-two organizations have a system of life membership and ordinary membership. Twenty-two organizations also have patrons. A few organizations have a system of individual/institutional membership. A very few organizations have special categories of membership like founder member,

honorary member, active member, member of honour, permanent member, trustee or apprentice member.

Twenty-five out of the 147 organizations are exclusively engaged in promoting the cause of adult education. The activities of these organizations include in various combinations functional literacy, adult literacy, correspondence courses, production of materials, research and training, workers' education, continuing education, vocational education, health education, social education,organization of libraries and cultural activities. For the remaining organizations,adult education is a peripheral activity. The range and nature of these activities depends on the nature of the clientele served by the organization. Activities taken up by the organizations are of a wide range and include the organization of seminars/conferences/exhibitions/symposia/writers' workshops, training programmes for teachers and others, running of different educational institutions-nursery classes, primary schools, higher secondary schools/ colleges and technical institutions. A number of agencies also run co-operative societies, fair-price shops, poultry farms and canteens, and quite a few are mainly concerned with child welfare, youth welfare, women's welfare, rural welfare, and cultural activities.

Sources of income vary both in number and in size. Forty-one organizations have reported that their main source of income is either grants of membership fee or donations. One hundred and two draw upon two or more sources of income. Grants from Central and State Governments or from Local Bodies are the main source of funds in over two-thirds of the organizations. Local Bodies give grants to 19 organizations. Thirteen organizations receive grants from foreign sources such as Unesco, World Literacy of Canada, Trust Path Finder, World Education Inc., or donor countries.

The size of the annual budgets varies widely. Eleven organizations have an annual budget varying from Rupees 2,000/- to Rs.10,000 (one lakh). Twelve operate on a budget of Rupees 1 to 5 lakhs. Five organizations have a provision of Rs. 6 to Rs. 10 lakhs per annum. Three organizations spend between Rs. 11 lakhs and Rs. 30 lakhs. The proportion out of this budget spent on adult education activities also varies; some organizations are devoting all of it to adult education and others only a proportion. For example, an organization operating on a yearly-budget of Rs.10 lakhs, makes a provision of Rs. 1,000/- only for adult education programmes.

About half of the organizations (75) have their own buildings and necessary equipment. Fifteen organizations are equipped with audio-visual aids and the like. About a dozen organizations have farm and agricultural facilities.

NOTES ON ASIAN DOCUMENTS

The Educational Documentation and Information Service of the Unesco Regional Office for Education in Asia continues to build up its documentation resources, which include a major collection of publications on education in the Asian region. The following notes signal some interesting documents recently received.

Asian Centre for Development Administration, Kuala Lumpur. *Strategies for rural development in Asia - a discussion:* summary of discussion, research studies and country statements presented to Seminar on Approaches to Rural Development in Asia, held in May-June 1975. Kuala Lumpur, ACDA, 1976. 160 p.

The Asian Centre for Development Administration (ACDA) is a United-Nations-sponsored organization (established by ESCAP in 1973) to help Asian member countries in improving their administrative capability for national development. In the initial phase of its existence, the Governing Council of ACDA selected five major fields in which the Centre should conduct its activities. One of these fields is that of Rural Development. The 1975 World Bank policy paper on rural development defined rural development as "a strategy designed to improve the economic and social conditions of ... the rural poor ... It is concerned with the modernization and monetization of rural society and its transition from traditional isolation to integration with the more modern sectors of the national economy". By its definition a national programme of rural development must include a mix of different activities including projects to raise agricultural output, create new employment, improve health and education, expand communication and improve housing.

The 1975 ACDA Seminar attempted to make a wide-ranging view of the policies and programmes which Asian countries had adopted in attempting to tackle the problems of rural development over the last two decades. This document is a record of the proceedings of this seminar and includes summaries of the research studies and summarized versions of the country reports and statements made by the participants.

Notes on Asian documents

Association of Southeast Asian Institutions of Higher Learning, Bangkok. *Teaching of languages in institutions of higher learning in Southeast Asia;* Seminar papers and proceedings, ed. by Tham Seong Chee and John Kwan-Terry. Bangkok, 1975. 213 p.

This Seminar was organized in September 1974. It was the fourth meeting of Southeast Asian language experts. The previous seminars looked broadly at the language situation while this particular seminar focused especially on language teaching at universities in Southeast Asia: Hong Kong, Indonesia, Malaysia, Philippines, Singapore, Thailand, Laos, South Viet-Nam, and Hawaii. It therefore brought to the forefront in greater specificity and magnification the entire spectrum of methods, programmes and innovations so-far formulated and applied to the teaching of languages in these institutions of higher learning.

Cultural and Social Centre for the Asian and Pacific Region, Seoul. *Proceedings of the Third Asian Pacific Social Development Seminar, Taipei, 15-21 June 1976.* Seoul, 1976.

The Cultural Centre for the Asian and Pacific Region convened the first Social Development Seminar in 1972 with the theme 'The Role of the Intellectual in Social Development'. One of the recommendations was the publication of a Social Development Guidebook for Asia and the Pacific region (published in 1975). The theme of the second Seminar, held in Manila in 1974, was 'The Preservation of Human Values in the Process of Economic Development'. It emphasized that the integral approach to development is the principle of human fulfilment.

This document records the proceedings of the third Seminar, held in Taipei in 1976, with the theme 'The Most Effective Strategy to Promote Rural Development. The purpose of this meeting was "to bring together experts on community development, intermediate technology, agricultural economics, and related fields among government officials or private individuals, actively engaged in rural development and fully acquainted with effective strategies of uplifting social conditions in rural areas." The subjects of the three working sessions were (1) Rural Development through Community Development, (2) The Planning and Utilization of Rural Manpower, and (3) the Most Effective Strategy to Eliminate Poverty in Rural Areas. The Seminar was followed by a two-and-a-half-day-trip where the participants could see the land reform and social development of the rural population in action. Keynote speeches and country papers are attached as annexes, together with a two-page 'Conclusions and Recommendations'.

Huq, Muhammad Shamsul. *Education, manpower and development in South and Southeast Asia.* New York, Praeger, 1975. 221 p.

This study analyses the role of education in national development. The utilization of human capital, or the quality of life, is considered to be the main component in well-integrated national development. The concept of human capital and its formation through investment in education of industrial countries are reviewed as prospective models for application to developing countries. The author examines educational problems usually found in developing countries together with economic and social conditions with the focus on South and Southeast Asia. He writes that the developing countries which channelled external aid to military ends instead of economic and social development must change their goals to equip themselves with food, education and better living conditions.

India. Ministry of Education, Social Welfare and Culture. *Central Advisory Board of Education; 38th session, 27-28 November 1975: addresses and resolutions.* New Delhi, 1976. 52 p.

These seven addresses by the Prime Minister, the Union Education Minister, a State Education Minister, a Minister of State, the Union Education Secretary and two senior members of the University Grants Commission and the Planning Commission provide an authoritative review of the current problems of Indian education engaging the attention of the government, and the emerging policies designed to respond to them. As such, they form the backdrop for the fifteen resolutions adopted by the Central Advisory Board of Education in 1975. Of special interest among these resolutions are the ones on comprehensive educational transformation (shifting emphasis from teaching to learning, reducing the dependence on the formal system) educational finance (levy of education cesses), non-formal education (a special cell in States) and backward areas and weaker sections of the community (discovery and development of talent in such areas and sections).

India. National Council of Educational Research and Training. *Indian education in 2001,* by Malcolm S. Adiseshiah. New Delhi, 1975. 22 p. (NIE Lecture series)

In two lectures delivered at the National Institute of Education, New Delhi in September 1975, Dr. Adiseshiah, a former Deputy Director-General of Unesco, visualizes the profile of Indian society in terms of

population, production, poverty and employment and proceeds to make a brief but incisive futurological analysis of Indian education in the year 2001. He foresees a system of education undergoing perpetual reform in response to the "constant and continuous change in society" and developing in its students "the basic skill-forming dispositions of initiative, inventiveness, decision-making and human relations leaving to the firm, the factory and the office the task of imparting technical information and know-how." Forecasting a 24-hour-per-day use of school buildings in the complementary development of formal and non-formal education, he argues that life-long education will be a fact of life in 2001. The author offers a series of concrete suggestions aimed at reaching India's "quantitative imperatives through qualitative priorities."

International Conference on the Survival of Humankind: the Philippine Experiment, Manila, 6-10 September 1976. *Challenges and opportunities* [Executive summary of the Conference] Manila, 1976. 48 p.

The Philippine Government sponsored this Conference as a dialogue between international and Filipino scientists, technologists, and science administrators on the science and technology issues involved in the Philippine approach to modernization and development. The main question before the Conference was how to improve and attain the better quality of life - in terms of preservation of human nature from today's world complexity. Reports of the discussions and recommendations are summarized in ten chapters which constitute ten development themes on action areas, namely: population control and distribution; food; health and nutrition; housing and urban development; energy; education and communication; technology and science transfer and utilization; environmental protection; natural disaster prediction, control and moderation; and planning management and decision making. The participants suggested practical ways to cope with problems encountered - particularly in the Philippines. The report includes recommendations for policies and projects for each thematic area which, after the Conference, were submitted to the Philippine Government.

Korea, Republic of. Ministry of Education. *Education in Korea.* Seoul, 1976. 183 p.

This document introduces the current overall status of education in Korea and some additional materials which might benefit those in foreign countries who seek opportunities for further studies in Korea. It treats

the background of Korean education, the educational system, the development of education, curriculum and instruction, science and vocational education, physical education, and international co-operation in education. The appendices contain, among others, a guide for study in Korea and statistics of education (base years 1945-1975).

Lodi, Tanveer Ahmed. *Needs assessment report.* Islamabad, People's Open University, 1976. 101 p. mimeo.

The traditional system of education in Pakistan has failed to eradicate illiteracy, especially from the rural areas. This document elaborates one aspect of the programme of People's Open University (POU). The Open University, in collaboration with the Asia Foundation and World Education Inc., conducted a survey of target villages to determine and assess their needs within the framework of Integrated Functional Education for Rural Development in Pakistan. It is a programme for the functional education for adults "to provide means to help rural people ... to improve their daily lives through development". The interview results are analysed followed by a summary of findings and recommendations. The method of survey (with some modification) may serve as a model for community developers in other countries.

Pakistan. Ministry of Education and Provincial Co-ordination. Curriculum Wing (Audio-Visual Teacher Education). *National teaching kit for primary classes.* Islamabad, 1975. 38 p. mimeo.

To meet the target of the education policy on the qualitative improvement in instructional methodology through the provision of teacher's guides and manuals, teaching aids and basic instructional materials, the Audio-Visual Teacher Education Unit of the Curriculum Wing prepared a scheme which envisaged provision of teacher's manuals, teaching kits and teacher's tool kits to all primary schools in the country. Unicef has agreed to produce 10,000 sets of a teaching kit to be distributed to selected schools in Pakistan. The prototypes have already been transmitted to Unicef for mass production. The kit consists of items of varied nature, like metallic, plastic, wooden and hard-board items, charts and models. The items presented are subject to changes and modifications. Specifications and cost estimates have also been given.

Qureshi, Ishtiaq Husain. *Education in Pakistan: an inquiry into objectives and achievements.* Karachi, Ma'aref Ltd., 1975. 301 p.

This book spells out the objectives and the results of educational policies in Pakistan. The author traces the historical background of education in the Sub-continent, the western influences during the British rule and the present educational policy in Pakistan. He emphasizes the strong relationship between education and the preservation of national identity: "A nation has to possess a clear conception of what it wants to achieve". He also dwells on changing cultural values and the role of language policy and training for citizenship and manpower, as well as the importance of good teachers.

Seminar for Asian Literacy and Adult Education Officials, Dizin /Iran/, 1976. *Country planning and programming of literacy activities* /organized jointly by/ Unesco and National Committee for World Literacy Programme/National Center for Adult Education and Training. /Teheran/ 1976. 118 p.

Participants from 13 Asian countries attended this seminar on Country Planning and Programming of Literacy Activities. Main objectives were: (1) acquaintance of the participants and sharing of experiences in the domain of literacy planning and programming techniques already applied in Iran and other Asian countries; (2) analysis of the approaches towards the organization of literacy activities in relation to the given national contexts, inclusive of the participatory planning at community level; (3) discussion of the role of literacy and adult education activities within the national formal and non-formal educational systems.

The country reports present the educational plans, programmes of literacy activities, and their objectives including socio-economic background, environmental bases and educational problems. In group discussions, the participants explored processes for designing a plan for a national system for adult education and literacy, and established a conceptual model as a guide to develop their own national plans.